DOCUMENT RESUME

ED 119 891 32 RC 009 032

AUTHOR Scott, Norval C., Jr., Comp.
TITLE Zip Pak for Second Reader Level (Teacher's Manual).
INSTITUTION Monterey County Office of Education, Salinas, Calif.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 68
NOTE 19p.; Prepared by 16 participants of a Zip Pak workshop (1968). To be used in conjunction with RC 009 033

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Basic Reading; Basic Vocabulary; Curriculum Guides; Lesson Plans; *Migrant Child Education; *Primary Education; Reading; *Teacher Developed Materials; Teaching Guides; *Vocabulary Development; Word Lists
IDENTIFIERS Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title III; ESEA Title I; ESEA Title III; *Zip Pak

ABSTRACT

Developed for use with migrant children between the ages of 8 and 12 years, working at a second grade level, this Zip Pak was created to give additional aid in reading and vocabulary building. Since the speaking vocabulary of these children tends to be normal while their reading and writing vocabulary tends to be low, an attempt was made to reinforce their reading vocabulary, using words already a part of their speaking vocabulary. The Zip Pak's objective is to improve the child's word recognition by at least 10%. Two types of lessons are provided. The first type provides a student's book, in which all lessons are presented. These lessons consist of such activities as flash cards, reinforcement activities, drawing, writing, poem reading, magic word puzzles, and a crossword puzzle. The second type is located almost entirely in this teacher's manual. These lessons involve following directions, writing about an experience, reading their own sentences, and putting the story in their books. The various parts of these lessons may be used as single lessons or combined to make longer lessons. A word list to be used as pre- and posttest is also included. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED119891

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
JUN 2 1975
NMSU
E.R.I.C.

ZIP PAK

for

SECOND READER
LEVEL

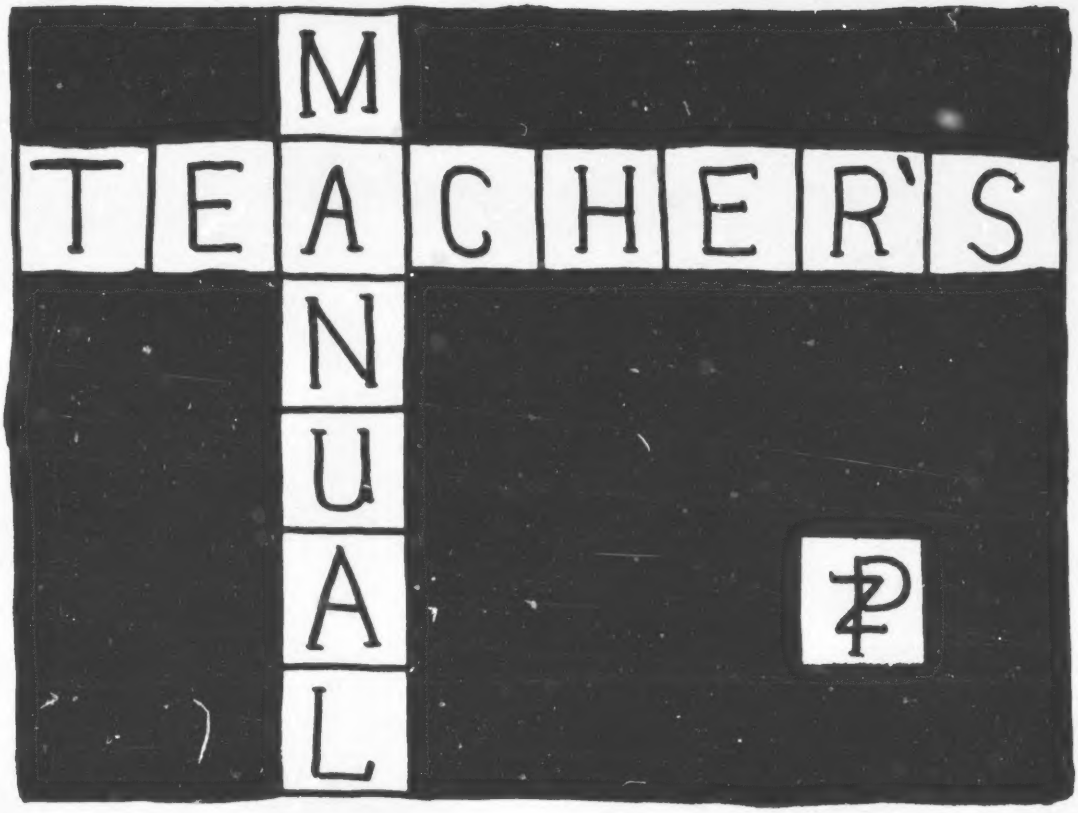
(Teacher's Manual)

Monterey County

Office of Education

Ed Coffin
Superintendent of Schools

RC009032


M
TEACHER'S
MANUAL

ZIP PAK

MATERIALS

Prepared
by
the members of

The Zip Pak Workshop

Dr. Norval C. Scott

(Program Associate, Project EDINN)

Co-Sponsored
by the
Monterey County Office of Education

Ed Coffin, Superintendent of Schools

and

by Project EDINN (EDucational INNovation)
(the Supplementary Educational Center, serving
Monterey, San Benito, Santa Cruz Counties, California

Beatrice Ann Ward, Acting Executive Director

1968

The work reported herein was performed pursuant to a grant from the United States Office of Education, Department of Health, Education, and Welfare, and funded through Title I and Title III of the Elementary and Secondary Education Act of 1965 (P.L. 89-10).

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
FOREWORD	iii
INTRODUCTION	1
GENERAL OBJECTIVE	1
BEHAVIORAL OBJECTIVE	2
EVALUATION	2
MATERIALS	3
GENERAL INSTRUCTIONS	4
TYPE A LESSONS	4
TYPE B LESSONS	8
WORD RECOGNITION TEST	12

ACKNOWLEDGMENTS

We are grateful to the sixteen participants of the Zip Pak Workshop for their contribution in creating the curriculum materials. They are: Elizabeth Bassford, Gladys Blaylock, Judy Brookhart, Enrique Gonzalez, Soledad Guzman, Hazeldene Haines, Bob Haney, Foster Hoffman, Marjorie Hueman, Mel Jordan, Marvin Larson, Gerald McGrath, Alberta Medcraft, Robert Moore, Jeanne Schmitt, and Don Smith.

We also wish to thank the summer school principal of Alisal School, Robert Leighton, and his staff for their cooperation and encouragement.

A special word of thanks goes to Ed Coffin, Monterey County Superintendent of Schools, for his interest in this endeavor.

Last, but not least, a thank you to Julie Risdon, the secretary for the project, for her untiring efforts in meeting deadlines.

FOREWORD

The curriculum material that follows has been created by sixteen participants of a summer 1968 workshop, which had as its aim the production of a reading booklet to be used especially by migrant children. This booklet, called the Zip Pak, was to have these characteristics: (1) take about two weeks of class time; (2) appeal to the migrant child with his special set of needs; (3) be as interesting and creative as possible; and (4) have a built-in pre- and post-testing program for evaluation purposes. We leave it to the judgment of the teachers and pupils who use these Zip Paks whether or not the above criteria were met.

Several sets of Zip Paks were produced, ranging from the reading readiness level through the third level, and each Zip Pak has an accompanying Teacher's Manual to assist in its use.

These Zip Pak materials have been produced with the help of migrant children who attended a summer school program to which the teachers were attached. The four week duration of the workshop allowed time only for the grossest testing of new ideas, and the materials in the Zip Pak booklets are not the accomplished work to be expected from a major curriculum development project. The Zip Paks, at this stage, merely represent a first exploratory effort and are being presented with this question in mind: "To what extent are these ideas useful in pointing out a direction of movement for a future project?" The users of this booklet can help provide some answers to this question.

Norval C. Scott
Program Associate
Project EDINN

Introduction

The migrant child, because of the many factors involved in his background, is often in need of additional aid. More often than not, the classroom teacher does not have time to develop the necessary materials needed for this additional aid.

This material was developed to give additional aid in reading and vocabulary building. It is not a finished product. It is, however, a point from which the teacher might begin.

Generally speaking, this material was developed to be used with children between the ages of 8 and 12 years old, working at a second grade level. The speaking vocabulary of these children will be fairly normal but their reading and writing vocabulary will be low. An attempt has been made here to reinforce their reading vocabulary, using words already a part of their speaking vocabulary.

There are two types of lessons provided. The first type, which we will refer to as Type A, provides a student's book, in which all lessons are presented. The second type, which we will call Type B, is located almost entirely in the teacher's manual. Either one or both of these types may be used, depending on the child and the teacher's judgment. As a general rule, variation seems to bring the best results.

General Objective

It is reasonable to believe that the child will show some improvement in word recognition during the course of the Zip Pak lessons.

It is also probable that through a gain in word recognition, the attitude of the student toward reading in general might improve. His reading vocabulary will grow, and because of this, he will feel more secure in other reading situations.

Behavioral Objective

A gain of at least ten percent can be expected in word recognition, using the pre-test and post-test as a guide. In many cases we should find the gain to be substantially higher.

Evaluation

The pre-test for Type A is the same as the post-test. It is located on page 34 of the student booklet.

The pre-test for Type B is located on the last page of this manual. The pre-test for Type B is also the same as the post-test. (The words are taken from a list of words most used by authors.)

1. Administration of the Tests

   The pre-test for both of these types is to be given before starting the lessons. The post-test is administered at the completion of all lessons. In both cases, the student is asked to pronounce each word clearly.

2. Scoring

   The teacher records the number of correct responses given by the student.

Materials

Lessons -- Type A

Scissors

Crayons

Pencil

Rubber band

Lessons -- Type B

Sawdust (essential)

Wheat Paste (essential)

Plaster of Paris (optional)*

Alum (optional)

Plastic Bags

* Clay may be substituted for the above ingredient if available.

General Instructions

Type A

Lessons One Through Six

Generally speaking, the pattern for all six lessons is the same. Therefore, the general instructions for lesson One also apply to lesson Six.

Before beginning the lessons, the teacher should briefly discuss the student's booklet with him, explaining what is expected. He should be encouraged to do the very best work that he can since the book is to keep. The teacher might also read "A Letter to You" to the student. It is located at the front of the student's booklet.

The next step is to administer the pre-test and record the number of correct responses.

There has been no time limit suggested for any of the lessons. Depending upon the age of the student, and the teacher's judgment, a reasonable time schedule can be worked out.

In general, then, these are the steps to be followed for each of the six lessons.

I. Flash Cards

The flash cards are located at the back of the student's booklet. Before beginning each new lesson, the child should be provided with scissors and asked to cut out the words for the appropriate lesson. A boy or girl can be chosen from the class to help him learn these words. Drilling continues until all words are recognized by the student. At the beginning of each

new lesson, all previous words are reviewed, using the flash cards. A rubber band will hold the cards together.

II. After the student recognizes all the words for the lesson, a short story is provided so that the student sees the words used in sentences. The teacher, or helper, should time the student in his reading and record his reading rate on page one of the student booklet.

III. Reinforcement Activities

A. Say and Write the Words:

If possible, the student should say the word first, and then write it in the space provided.

B. Answer these Questions:

The student should be able to do this alone. He should be encouraged to refer to the story and write only correct replies.

IV. Drawing

For each lesson, there is paper provided and suggestions made for this activity. Again, he should be encouraged to do his best, making his picture as pretty as possible.

V. Writing

With the exception of lessons One and Two, the student is asked to write about what he has drawn. The teacher should listen to him while he reads his own writing, and if the situation is favorable, it is suggested that the child might even read his stories to the class.

VI. The Poem

This is a reading activity where again the child is timed. It is helpful if the student can be timed twice in this activity, with his best score being recorded on the reading chart.

VII. Magic Word Puzzles

Words to complete each puzzle are found in the lesson. The student should first answer the questions under the puzzle and then write the correct word in the puzzle. A key to all puzzles is provided in this manual.

VIII. Crossword Puzzle

There is only one true crossword puzzle provided. It is located near the back of the student's booklet, and is to be used only after all lessons are complete, since the words come from all of the lessons. This could be used as a class activity if the teacher feels it would be worthwhile. It would bring the child and the class into a favorable competitive situation.

After the child has completed all lessons, and completed the crossword puzzle, administer the post-test. Compare the two scores for improvement.

Magic Word Puzzles -- Key

Lesson One

1. knew
2. knee
3. straight
4. before
5. curved
6. knife

Lesson Two

1. yellow
2. learn
3. fast
4. shorter
5. longer
6. learning
7. dive
8. backs
9. they
10. yesterday

Lesson Three

1. Mexico
2. cleans
3. people
4. fields
5. father
6. shorter
7. parents
8. many
9. sister
10. near
11. California

Lesson Four

1. thirsty
2. would
3. when
4. high
5. first
6. empty
7. hungry

Lesson Five

1. pencils
2. loudly
3. arithmetic
4. softly
5. songs
6. children
7. moon
8. outside
9. when
10. sad
11. sometimes
12. playgrounds

Lesson Six

1. worst
2. behind
3. others
4. sounds
5. longer
6. shorter
7. write
8. thought

Crossword Puzzle

Down

1. fun
3. happy
4. sounds
6. at
14. car
15. arithmetic
16. go
17. sometimes
18. his
19. see
20. raw
21. or

Across

1. face
2. blue
3. hungry
4. swim
5. playgrounds
7. thirst
8. me
9. end
10. eat
11. square
12. it
13. as
22. circle

General Instructions

Type B

Introduction to Lessons

The various parts of the lesson or lessons may be used as single lessons or combined to make longer lessons.

The words used by the student in his stories may be used for handwriting and spelling lessons as well as for reading.

It is strongly suggested that pictures be taken of the student while any activity is under way.* Students verbalize a great deal about themselves, and others, when they are the subjects of a lesson, especially when they see themselves in a photograph.

The words used by the student in his stories rapidly become part of his sight vocabulary.

The dictionary in the back of the student's book serves as a spelling aid and as a list of known words.

* * * * * *

Lesson One

Suggestions to the Teacher

Sawdust may be obtained from school woodshops, lumber yards or cabinet shops. (A mixture of three-fourths wheat paste and one-fourth plaster of paris will result in faster drying.)

*Note: Polaroid photographs are ideal for this activity.

Part 1 Following Directions

If the student doesn't read or speak English, you or another person, will have to explain this task.

Part 2 Writing About the Experience

For non-English speakers, the necessary words for the lesson should be taught and put in basic sentence patterns. Others should write their own sentences or dictate if necessary.

Part 3 Reading Their Own Sentences

The student's spelling and pronunciation may be corrected after listening to his story.

The student may be directed to rewrite sentences, to practice spelling and handwriting.

Part 4 Putting the Story in Their Book

Have the student copy his story into his book when he has mastered the necessary spelling and handwriting. The mastered word may be put in the dictionary also.

* * * * * *

Sample Lessons

Lesson One -- Directions for the Student

Part 1 (a) Mix three cups of sawdust, one cup of wheat paste and one teaspoon of alum.

(Alum is optional)

(b) Add about one and one-half cups of water, stir until you get a doughy mixture.

(c) Seal the mixture in a plastic bag. (Baggie, Saran Wrap)

Part 2 Describe in your own words, what you did and felt when you mixed the sawdust.

Part 3 Read to your teacher what you have written about the mixture.

Part 4 Copy your work in your book. Write the words which you have learned to use in your dictionary.

Lesson Two

Part 1 Use the sawdust mixture to mold two fish. (One large fish and one small) Put the finished figures on paper to dry.

Part 2 Dictate or write your own story about what you have done.

Part 3 Read to your teacher what you have written.

Part 4 Copy your story in your book and put the words which you have learned to use into your dictionary.

Lesson Three

Part 1 Draw and color three fish. Use at least three colors on each fish.

Part 2 Make a story about the fish and write it for your teacher.

Part 3 Read your story to the teacher.

Part 4 Copy your story in your book and put the words which you have learned to use into your dictionary.

Note: The subjects suggested for modeling or drawing in the sample lessons may be changed at the teacher's discretion.

Painting of the molded figures may be used as another vocabulary building activity.

WORD RECOGNITION TEST

about	find	open	came
after	first	other	quick
again	funny	outside	enough
another	friend	own	left
around	found	party	eight
asked	grade	pick	together
away	glad	place	seven
brown	game	pretty	each
back	gave	took	large
beautiful	hold	last	start
because	heard	try	sure
best	head	told	know
better	hard	thank	children
black	letter	three	kind
blue	laugh	this	country
brother	milk	these	ready
bring	money	under	just
both	morning	water	chair
every	must	warm	jump
eye	made	zipper	before
end	never	right	far
fall	next	keep	often
fast	nice	cut	quiet

Pre-Test Score_____

Post-Test Score_____